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East Dunbartonshire Council

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St. Nicholas' Primary School



Standards and Quality Report 2025/26

Context of the School

St Nicholas' Primary School is a co-educational, denominational school which is situated in Bearsden, serving the surrounding area of Bearsden and Milngavie. It opened in August 2018.

Our building is modern and purpose-built to deliver the experiences and outcomes of Curriculum for Excellence. It consists of 17 classrooms, a variety of open areas throughout the school, a gym hall and a dining hall. Within our playground, we have a large 3G multi-weather pitch, a trim trail, seating areas, a basketball court and various grassed areas.

This session, our teaching team consists of 15.2 full time equivalent teachers. Within this allocation, there is a Head Teacher, a Depute Head Teacher and a Principal Teacher. The school is well supported by a dedicated team of 2 full time equivalent Classroom Assistants, 3.1 full time equivalent Support for Learning Assistants, and a 1 full-time equivalent Housekeeper supporting the teachers in their responsibilities. Our office team consists of 1 full time equivalent Administration Assistant, and 1.57 full time equivalent Clerical Assistants. Working collaboratively, all of our staff members contribute to ensuring the delivery of a high quality education linked to our curriculum and the Scottish Catholic Schools Charter.

Our school mission is informed by the Scottish Catholic Schools Charter and Jesus as Teacher – the way, the truth, the life. Spiritual and Faith formation is an essential part of the educational experiences for pupils and staff at St. Nicholas' Primary School. Our school encompasses Catholic Social Teaching throughout our pupils' experiences of Curriculum for Excellence. This is reflected in our school vision, values and aims and our commitment to the Gospel values.

Currently, we have 265 learners in our school and the majority of the school population live in quintile 5 (63%), with 4% of the school population living in quintile 1. 8% of our school population receive FME entitlement and 15% of our learners identify as having English as an additional language. Overall, attendance in St. Nicholas' is very good with an average annual attendance being above 95%.

At St. Nicholas' Primary School, we use rigorous self-evaluation and analysis of attainment data to challenge and support our pupils. Our committed staff team develop intervention programmes for identified pupils in order to address the poverty-related attainment gap and seek to provide challenging educational experiences that engage our pupils taking into consideration the high attainment in our school.

Our pupils receive opportunities to experience wider achievements with every pupil given the opportunity to participate in a leadership group linked to educational and faith development. At Primary 6 and Primary 7 stages, our pupils participate in the Pope Francis Faith Awards demonstrating commitment and acts of Faith. As part of their faith journey, our children are supported in their sacramental preparation at Primary 3, Primary 4 and Primary 7 stages.

We have well established links with local early years establishments, Turnbull High school and its associated primary schools as well as the local secondary schools within Bearsden and Milngavie.

St. Nicholas' Primary has developed links with the local and wider community. This includes the local Parishes of St. Andrew's and St Joseph's and their associated ministry groups. Pupils are regular participants at first Friday Mass every month, celebrate Holidays of Obligation in our school in addition to other spiritual and faith development retreats led by the Church.

Parents are highly committed to supporting our school community. The Parent Council works cooperatively with the school, meeting regularly throughout the school year. A Parent Teacher Association has been established this session and is committed to organising social and fundraising events for our community. Parent helpers are welcomed and frequently assist with school outings.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Developing Learning, Teaching and Assessment – To develop inclusive and engaging pedagogical approaches across the curriculum at all stages.	
NIF Priority Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. NIF Driver school leadership teacher professionalism curriculum and assessment school improvement	HGIOS 4 QIs QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.5 Family Learning QI 3.2 Raising attainment and achievement
Progress and Impact: This session, our commitment to enhancing learning, teaching and assessment has been achieved through focussing on four different aspects with the underpinning aspiration to achieve a school learning culture. This included utilising our Pupil Equity Fund to improve attainment within our school community in a targeted approach. There has been a commitment to enhancing pedagogy across the school with a focus on literacy outcomes. These approaches involved: • <i>Improving Our Pedagogy;</i> • <i>Reading Recovery;</i> • <i>Reading for Enjoyment; and</i> • <i>Moderation using the Equity in Literacy Framework.</i> <i>Improving Our Pedagogy</i> Almost all staff have participated in collegiate professional learning experiences led by the West Partnership. Collegiate time has been dedicated the <i>Improving Our Pedagogy</i> program to provide introspective reflection and learning, dedicated to improving our learning, teaching and assessment at St. Nicholas' Primary. The focus of these professional learning experiences became a focus for our quality assurance and self-evaluation activities to enable our school to reflect upon our current pedagogy and plan next steps. The program of collegiate activities built upon staff knowledge of the tenets of effective learning and teaching from last session. The program of sessions included: • <i>Learning Intentions and Success Criteria;</i> • <i>Effective Questioning;</i> • <i>Effective Feedback;</i> • <i>Differentiation and Adaptive Practice; and</i> • <i>Retrieval Practice.</i> As our school culture develops as a place of learning for children and adults, almost all teachers participated in the <i>SPRINT</i> aspect of the process. They engaged in a practitioner inquiry and contributed to school improvement in their classroom. Almost all staff have been observed effectively using learning intentions and success criteria, effective questioning, retrieval practice and aspects of feedback effectively. This is having a positive impact on our learners. Pupil voice has supported these evaluations. In our focus groups, almost all children recognised that learning intentions and success criteria were being used across the school. Almost all children identified	

that this helped them to know what they are learning. This is evident in almost all classes in numeracy and most literacy lessons.

All teachers who participated in the *SPRINT* inquiry, have contributed their own project to our school professional learning development portfolio as we continue to grow our school as a research engaged place of learning for children and adults.

From our self-evaluation data, almost all teachers *strongly agreed* or *agreed* that they had increased in confidence implementing an intervention through the *SPRINT* process. Almost all teachers *strongly agreed* or *agreed* that this process had a positive impact on our learners.

Our quality assurance processes involving staff and pupils have informed us that further work is required to develop feedback and effective differentiation across the school.

Reading Recovery

This session, we committed a significant amount of Pupil Equity Funding to develop a teacher as a Reading Recovery trained practitioner. This program has developed the skills and knowledge of an identified teacher to support and challenge children in developing their reading skills and knowledge. They have attended professional learning events, participated in an extensive calendar of observed teaching sessions and peer mentoring activities. They have also modelled good practice to almost all teachers and support staff in our school.

Children were identified for this program using a robust assessment process to identify word knowledge, reading age and chronological age. Consideration was also given to over-arching factors that may impinge upon attainment including poverty, additional needs and English as an additional language. Almost all children who have participated in Reading Recovery have increased in confidence in reading, knowledge of sounds and skills to not only read unknown words, but to comprehend these stories. This has accelerated reading progress for all participants.

Reading for Enjoyment

Our school continues to participate in the Reading Schools accreditation program. This year, we have achieved the reading schools first level award as we worked as a school to embed activities and learning opportunities at this level.

Almost all children have been consulted and involved in refreshing class libraries led by each class teacher. As part of our commitment to sharing the joy of stories, children are provided with three slots each week to read a book of their choosing. Our Reading group has also established a lunchtime reading group once per week. This has been well attended this session.

Our curriculum ensures that all children from Primary 3 to Primary 7 experience a novel study each year. As a school where reading attainment identifies that most children are making strong progress in reading, this approach is required to provide challenge and provides a depth to learning. It also adds to the culture of promoting personal reading and engagement with novels.

Reading for enjoyment has extended to staff with the development of a staff recommendation list and library in the staff room.

Moderation

This session, our moderation activities have focused on pupil progress in writing following an analysis of our attainment data. Our moderation activities have capitalised upon the opportunity of another school being based on our school campus this session and the development of the Equity in Literacy Framework resource used in East Dunbartonshire Council.

Almost all teachers participated in the cluster launch initial training of the framework. Following this, collegiate time was dedicated towards staff increasing their awareness and ability to engage and utilise this document as a tool to raise attainment.

As teachers engaged with the moderation cycle, they reflected upon examples of writing together with colleagues to identify a shared understanding of the achievement of a level. Almost all teachers planned

and delivered an intervention identified from the Equity in Literacy Framework and shared the impact of this with colleagues. Most children who experienced an intervention from the Equity in Literacy Toolkit demonstrated a positive impact upon their work.

Staff questionnaires identified that almost all staff report a good understanding of the moderation framework as a tool for school improvement. This will be further utilised next session.

Finally, Fact/ Story/ Action was reintroduced to the school. Almost all teachers used this paperwork in term 2. Professional dialogue has reflected that our format of fact/story/action is onerous and contains such a high level of data that it is not engaged with by most teachers. A more effective approach to ensuring a strong data-informed approach will take place in session 2026/27.

Next Steps:

- To develop differentiation and effective feedback approaches in our curriculum using the *SPRINT* approach.
- To develop moderation as a tool for improvement activities with a focus on differentiation and effective feedback.
- To continue to undertake targeted literacy interventions by using the Equity in Literacy framework linked writing experiences and outcomes.
- To revisit our PLAY pedagogy approach and reflect the needs of our school.

School priority 2: CIRCLE Year 2 – To develop an inclusive school by improving wellbeing and equity through implementation of the CIRCLE Framework with a focus on *structures and routines*.

NIF Priority

Closing the attainment gap between the most and least disadvantaged children
Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

school leadership
teacher professionalism
parent / carer involvement and engagement
curriculum and assessment
school improvement

HGIOS 4 QIs

QI 1.2 Leadership of Learning
QI 1.3 Leadership of Change
QI 2.2 Curriculum
QI 2.3 Learning, Teaching & Assessment
QI 2.5 Family Learning
QI 3.2 Raising attainment and achievement

Progress and Impact:

Good progress has been made with this improvement priority this session as our school team continues to engage with the CIRCLE framework to develop our community as a school inclusive of all needs.

Almost all teachers embedded the development of the physical space within their classrooms. Observations of classroom spaces has been included in our quality assurance processes. This includes observed teaching sessions, to discuss how children utilise their environment and the effectiveness of this, and through learning walks planned during collegiate time. Our self-evaluation processes have identified that inclusive practice can be observed within most class environments inclusive classroom environment scale. This has had a benefit to engagement with learning for almost all children.

During our in-service day, all staff participated in CIRCLE training to establish school expectations and clarity about what our classroom areas should contain including a clearly identified quiet area, the zones of regulation on display and resources to support emotional regulation. Almost all classes have this resource in place to support wellbeing universally creating settled and purposeful classrooms.

Learning walks offered a deeper learning opportunity for staff to engage with the physical environment checklist of the CIRCLE framework. With peer feedback specific to each classroom, almost all teachers

engaged with the tenets of accessibility of space, adequacy of space, sensory space, visual supports and availability of objects. Most teachers scored their class highly against the physical environment checklist.

Almost all teachers participated in creating a checklist of what you would expect to see in the physical environment within our school. They exemplified the resources that would be used to support this. This approach has been developed in a staff handbook to support a shared understanding of the expectations for each classroom space in relation to the physical environment. Next session, this checklist will be used alongside teacher evaluations from this session, and pupil voice, to measure improvements and ensure a shared, high expectation for each classroom physical environment.

Almost all teachers have engaged with the CIRCLE Inclusive Classroom Scale. They have used this scale to profile a pupil – their strengths and needs – and create an action plan for their identified pupil. Evaluations of these action plans supports that almost all children involved in this test of change have seen an improvement in their learning. Almost all staff were involved in creating a pupil-friendly version of the Inclusive Classroom Scale to ensure a strong pupil voice. This will be trialled next session as we develop pupil voice within our community.

As part of our development of an inclusive environment, we have developed a nurture resource for identified children. An identified member of teaching staff has engaged in training at local authority level to develop their knowledge and understanding of the nurture principles, assessment processes to ensure children are suitable for the resource, and engagement with colleagues from other establishments to look outwards at good practice.

Our school has developed a clear referral process for nurture, and wellbeing supports. This process is led by our nurture teacher and wellbeing teacher, and is led by assessments including Boxall profiling, Ferre Laevers assessments, and Stirling Wellbeing assessments. This approach has created a data-led approach to interventions to ensure we are able to measure the progress of these learners and ensure each resource is utilised to meet the needs of each child requiring it. Pre and post assessment data for all pupils engaging with our nurture and wellbeing supports have indicated a positive impact on almost all children.

The teacher responsible for the nurture resource has led staff development sessions informing staff about the nurture principles and the process for a child accessing nurture. This has involved the teacher creating a nurture display in the staffroom to begin to develop knowledge of nurture for the wider staff team. Almost all staff are aware that there are nurture principles but further work is required to enhance their knowledge and embed these principles into practise.

In keeping with the development of our physical environment, we have begun the process of enhancing our shared areas. We have identified a shared STEM area and a temporary library area. These aspects will be further developed next session. This will be enhanced with the development of the labelling of shared spaces as part of our commitment to the CIRCLE Framework.

Almost all staff and pupils are aware of the St. Nicholas' Way as our shared approach to our whole school expectations. Our teachers use this template to exemplify their class charters at the beginning of each school year. During House meetings, our House Captains remind their House of the St. Nicholas' Way ensuring its prominence in our school community. Further work will be undertaken next session to link the St. Nicholas' Way to our new approach to Houses to embed this framework and link it to the United Nations Rights of the Child and Catholic Social Teaching. A commitment to ensuring this link to UNCRC and Catholic Social Teaching is explicit and will be established through House Meetings and Assemblies.

Next Steps:

- Continue to develop CIRCLE to encompass our universal approach to supporting pupils.
- Continue to develop our school environment to ensure that identified areas around the school are effective and utilised e.g. STEM area.
- Continue to develop our nurture approach, develop staff knowledge of the nurture principles and ensure these are discussed and understood in a practical way to build upon the St. Nicholas' Way, Catholic Social Teaching and UNCRC.

School priority 3: To develop the spiritual and faith experiences of our pupils through the principles of Catholic Social Teaching and our curriculum, demonstrating a commitment to shared experiences of prayer and liturgy with partners.

NIF Priority

Placing the human rights and needs of every child and young person at the centre
Improvement in children and young people's health and wellbeing

NIF Driver

school leadership
school improvement
school leadership

HGIOS?4 QIs

QI 1.1 Self evaluation for self improvement
QI 1.2 Leadership of Learning
QI 1.5 Management of resources to promote equity
QI 2.2 Curriculum
QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

Our work in our school this year has focussed upon ensuring Catholic Social Teaching is at the forefront of the educational experiences and outcomes that we provide.

Almost all staff continue to engage in Faith development activities termly. These activities provide space and time for staff to engage in personal search of their own Faith and enhance their understanding and commitment to this. Weekly opportunities for prayer continue to strengthen their Faith, commitment and spiritual renewal to our school community.

This session, almost all children have benefitted from teacher implementation of new RERC planners. During our In-service day, the planners were audited by staff to ensure they provided the coverage of experience and outcomes expected for our children. Following the In-service day, it was agreed with staff to implement these planners through the remainder of the year. Most teachers have reported that the new planners are effective and are having a positive impact on our pupils.

As part of our commitment to Laudato Si, each stage was assigned a pillar of Pope Francis' encyclical focused on a sustainable planet and our role to protect God's creation. All children experienced an increased knowledge of caring for our common world. Each class prepared and presented an assembly to parents throughout the school year. This assembly was based upon the theme of their Laudato Si pillar. All pupils received this opportunity to learn about *Care for Creation* – a key tenet in Catholic Social Teaching and almost all teachers report that they have a strong knowledge of Laudato Si to support the development and awareness of the encyclical.

Our commitment to Laudato Si and Catholic Social Teaching – *Concern for the Poor* and, *Rights and Responsibilities* - has seen our school community begin to reflect a culture of recycle and reuse across a variety of curricular areas. As part of our Reading Schools work and participation in Book Week Scotland, children brought to school pre-loved books and our Reading Schools Committee ensured almost all children left school with a new, pre-loved book. In addition to this, to support sacramental preparations, we collected pre-loved Communion dresses and suits to ensure all families had access to pre-loved outfits ahead of this celebration.

As part of our commitment to provide Faith and Spiritual opportunities to our families, our Mini Vinnies planned and organised two prayer breakfasts during Lent. These opportunities for expression of prayer and reflection were very well attended with almost half of families in attendance. Feedback from parents was very strong regarding these two experiences. Through our evaluations, almost all parents reported these events as excellent or very good. This experience enabled *Family Community Participation* to be observed in action, exemplifying our community's commitment to Catholic Social Teaching.

During this Jubilee Year, we worked together with our partnership denominational primary and secondary schools to ensure our pupils could participate in shared prayer, worship and proclamation of Faith. As Pilgrims of Hope, our primary 7 pupils joined other pupils from these schools to march through the streets

of East Dunbartonshire as Pilgrims of Hope. The expression and commitment to Faith was shown by almost all primary 7 pupils who then participated in Mass at the local church.

Next Steps:

- To develop staff confidence and encourage increased participation in personal professional development activities linked to the pillars of our Faith - e.g. sacred mysteries – to enhance learning and teaching in RERC.
- The Laudato Si leadership group are at the early stages of developing a prayer garden in the school grounds as a place for spiritual reflection.
- Increase staff confidence to plan and prepare spiritual opportunities such as class mass.

Progress in National Improvement Framework (NIF) priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in children and young people's health and wellbeing.

At St. Nicholas' Primary School, it should be noted that 4% of pupils across the whole school reside in quintile 1 and therefore this may be considered to cause a statistical anomaly to our data regarding closing the poverty-related attainment gap. Our school has a higher concentration of pupils with English as an Additional Language (15%), 10% of pupils on a neurodivergent pathway and 7% of pupils who are dyslexic/dyscalculic. These factors are the focus for ensuring equitable learning experiences at St. Nicholas' Primary.

Improvement in attainment, particularly in literacy and numeracy

Almost all year groups have demonstrated improved attainment across Literacy. Where attainment has not increased, the school is aware of the story and barriers that have been an impediment to increased attainment. This picture is reflected across Reading, Listening and Talking, and Writing. Our school has implemented a robust, data-led approach to support pupils identified as having lower attainment. A suite of interventions is led and regularly monitored by the Principal Teacher to ensure interventions are effective and purposeful leading to improvements across our literacy curriculum.

Closing the attainment gap between the most and least disadvantaged children and young people

This session, our improvement priorities focussed on Reading specific interventions with a wider engagement in writing using the Equity in Literacy Framework. This is expanded upon in priority one of this report.

Our work to close the attainment gap is closely supported by our improvements in attainment across literacy and numeracy. Our focus on data to identify pupils, monitor the impact of interventions and consider the suite of interventions available to raise attainment is closely monitored by our Principal Teacher responsible for Support for Learning. Our data supports that almost all pupils have been positively impacted by our intervention program. For less than half of pupils, whilst their learning has improved, barriers persist such as an additional support need or English as an additional language. Next session, we will provide a greater focus on addressing these barriers.

Improvement in children and young people's health and wellbeing

Our data-led approach permeates our approach to supporting health and wellbeing across the school. Our Wellbeing Strategy has been created to develop staff capacity to identify appropriate support at the appropriate time. We have implemented a clear assessment process to identify the specific intervention that a pupil may require. Our assessments – Ferre Laevers and Boxall profiling – demonstrate that our wellbeing strategy is having a positive impact on almost all learners who have engaged in these programs.

The success of our Compass Room will be continued this session. More information is contained in Priority Two.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2025				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	most	most	almost all
First level by end of P4	almost all	almost all	almost all	almost all
Second level by end of P7	almost all	most	most	most

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

This session, our PEF intervention has focused on developing Reading Recovery in our school. This has been outlined in detail above including the success of this intervention.

PEF has also focussed on our establishment of the Compass Room. This is a resource to support children requiring an alternative, nurture-based approach to their education. This has proved very successful. Further information on this intervention is detailed in priority two of this report. A specific breakdown of how PEF has been used to improve wellbeing and inclusion in this area is provided below. This breakdown includes a more generic health and wellbeing curriculum to ensure that our school can adequately support children using a variety of tools.

We continue to use our PEF to implement a robust assessment programme using standardised assessments across primary 2, primary 3, primary 5 and primary 6. These assessments have been utilised using the supports identified through the assessment and the data is used to identify attainment patterns that emerge over time. This enables our staff to engage with standardised data, observations and work produced to create an informed approach to teacher judgements during professional meetings.

This data-led approach is complimented by specific assessment tools including the YARC to pinpoint the specific attainment gaps created by a gap in skills and/or knowledge.

The breakdown of PEF below also outlines additional staffing. Our additional teacher support for learning assistant was used to embed our targeted support for learning program ensuring capacity was built in support staff to deliver this. This is now embedded with support staff able to implement a suite of supports overseen by our Principal Teacher ensuring a targeted approach to these interventions.

PEF allocation – 2025/26			
Resource	Cost	Key Indicators	Impact
Reading Recovery Professional Learning	£840.28 (for book resources)	Achievement and Attainment	Almost all participants in the Reading Recovery program demonstrated improvement in reading accuracy and

	£3,200 (professional learning) Total = £4,040.28		fluency impacting positively on pupil progress.
English as an additional language – dual language books	£407.37	Wellbeing and Inclusion	Dual language books purchased to support language and cultural development of pupils who have English as an additional language. This resource is being monitored for ongoing impact.
Bug Club Subscription	£1,668.50	Wellbeing and Inclusion, Achievement and Attainment	Bug Club provides an online resource to engage learners. It supports reading online at school. This resource and its impact continues to be monitored.
Food for Compass Room	£500	Wellbeing and Inclusion, Achievement and Attainment	Food purchased as part of our nurture provision has helped to support structures and routines for pupils during snack times.
Hamish and Milo Curriculum Program to support wellbeing	£709.95	Wellbeing and Inclusion, Achievement and Attainment	This program was used to supplement our Health curriculum for identified learners. Pre and post assessments support a positive impact on wellbeing for pupils engaged in this program.
PIRA and PUMA assessments in P2, P3, P5 and P6 and associated resources	£1,965.50	Attainment and Achievement	Assessments have been used to support the tracking of pupil progress and provide robust data. The associated resources have provided a focus intervention for identified pupils.
Numicon Resources for each class	£552.15	Achievement and Attainment	Staff are engaging in using these resources to support depth of learning for all pupils. Professional learning continues to be developed in this area.
YARC assessments	£650.19	Wellbeing and Inclusion, Achievement and Attainment	These assessments have enabled our school to have a greater focus to support learners with specific barriers to attainment.
Support for Learning Assistant	£1,807.43	Wellbeing and Inclusion, Achievement and Attainment	Support provided for an identified pupil.
Additional Teacher	£6,044	Achievement and Attainment	To provide Support for Learning as overseen by the Principal Teacher. This had a strong impact on pupil attainment and progress.
SEESAW	£1,807.43	Parental Engagement, Wellbeing and Inclusion, Achievement and Attainment,	Seesaw continues to enhance the school to home link and provide updates for parents about learning.
Total Spend	£20,152.80		

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Good	Choose an item.
3.2 Raising attainment and achievement	Good	Choose an item.

Summary of School Improvement priorities for Session 2026/27

- 1. Learning, Teaching and Assessment across the curriculum – differentiation and meta-skills/play
- 2. Inclusive CIRCLE Framework – linked to nurture and development of universal support.
- 3. Develop staff knowledge and confidence in faith and spiritual teaching.

What is our capacity for continuous improvement?

At St. Nicholas' Primary School, we are continuing to develop our capacity for continuous improvement. Whilst we have a robust quality assurance calendar and evaluation process capturing the views of pupils, parents and staff, we are working collegiately to ensure school self-evaluation is reflective of our school community. Our ability to identify areas of improvement within the school is essential for us to continue on our journey to excellence.

Further to this, the capacity of our team to take forward improvement activities continues to be supported to develop sustainability of our identified priorities. To support this process, we are engaging with local authority supports to develop the skills and knowledge of almost all teachers to engage, learn and sustain improvements.

As we continue to develop our improvement activities, staff leadership requires support to develop and sustain improvements. Informal leadership at classroom level is essential to embed and sustain school improvements.